

2020 Annual Report

Randwick Boys High School



8161

Introduction

The Annual Report for 2020 is provided to the community of Randwick Boys High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It is my pleasure to report on the major events that have taken place during 2020 at Randwick Boys' High School.

2020 will go down in History as a year like no other. Covid-19 (Coronavirus) was a major event worldwide, felt in every country, community and school across the world. It continues to affect the way we, as a school community, operates.

Covid-19 has not stopped many outstanding achievements, events, accolades, all of which we will celebrate and acknowledge in this report.

The year began like most others, with our traditional 'clap in' assembly for our newest students, Year 7. We welcome Year 7 at our first assembly of the year with our school standing as Year 7 enter. It is a lovely tradition that says a great deal about our school and students who attend.

Our annual Open Night was also a success at the beginning of 2020 and is a way we highlight our school to the local community. The number of families wishing to enrol at our school rises every year. We are fortunate that we can highlight many successes and showcase our school so well. This year, families were pleasantly surprised to hear that the 2019 HSC results were outstanding! Randwick Boys' High School moved up 161 places in the official HSC school rankings with the number of Band 6 results being the highest they have been in many years. NAPLAN results from 2019 were also a highlight and depict a steep increase in improvements across most Bands in Year 7 and 9. We could also discuss the myriad of opportunities available to our prospective students. Evaluations of the Open Night attendees was, once again, extremely positive.

Our Swimming Carnival was able to be held in early February and was another great success. Many fabulous performances were recorded and students all thoroughly enjoyed the event. We were lucky enough to hold some excursions early in the year, including the Year 7 camp and then Covid-19 affected all of our planning and many of the events we traditionally hold during the year as co-curricular learning for our students.

When Covid-19 began, our staff were able to work from home 5 days out of a fortnight. We very quickly pivoted to Distance Learning and work was accessed via Sentral, Zoom and Goggle Classroom. It was definitely a challenge and one, I believe, we handled very well. Almost every comment from our school community was positive and we were routinely thanked for looking after our students and staff so well. Rightly so, our attention was directed towards our Year 12 students and their high school learning. As a staff, we voted on how best to meet the needs of all our students, particularly Year 12. Our staff decided that we would continue with 5 days a fortnight attendance; however, if a staff member had a Year 12 class on their 'work from home day', they would actually attend school to teach their Year 12 class. This meant that Year 12 students at RBHS actually missed only 13 days of face to face teaching and learning, something I am extremely proud to report! Most students, across all years, adapted to the new way of Distance Learning, with many thriving on the self directed learning that was necessary. In fact, some students reported that they would be happy to complete classes like this on a regular basis, even though they would miss their friends (and, even if they do not want to admit it, their teachers)!

Term 2 saw NAPLAN exams, many excursions, grade sport, half yearly exams (which didn't disappoint too many students), Zone sport, our Athletics Carnival, musical opportunities and tutoring, concert band, string ensembles, our School Show, peer tutoring, Canberra/ski excursion, face to face parent/teacher interviews (which went online), Homework Centre, face to face subject selections (Year 8 and 10), P & C Meetings face to face and other planned opportunities, all cancelled.

Term 3 saw much of the same; however, restrictions had eased toward the end of the Term and we were able to hold our Year 12 'clap out', Year 12 Graduation (outdoors in the quad but with two parents/guests per student) and the Year 12 Formal. All important milestones in the Year 12 journey! Unfortunately, we were not able to hold our Leadership investiture to welcome our new Leadership Team, Prefects, SRC, Vice Captain and School captain.

Term 4 allowed for more restrictions so Yearly examinations went ahead, Higher School Certificate examinations went ahead, incursions and mentoring were able to resume and essential parent meetings could also take place. Even a modified Orientation Day was able to be held with 128 Year 6 students very keen to learn about their new school!

The staff at Randwick Boys' High School deserve the highest accolades for the way they managed so many changes to our usual teaching and learning programs during 2020. They 'pivoted perfectly' and led our students seamlessly through Covid-19, distance learning and back again. They put the needs of our students first, as they always do. They worried most about our Year 12 and 7 students, as they were the groups identified as needing most assistance and support with their learning during these times. Our staff displayed dedication, passion and real professionalism at all times, as they always do. I applaud each and every one of them for their never ending attention and support. These accolades include our amazing support staff, our office staff, Drago, our General Assistant, all of whom attended work every day to ensure our school remained open and communications were accessible for all families.

Our P & C, as always, contributed a great deal to our school in 2020. Their fundraising efforts assisted us to purchase a new school mini bus, which has been used numerous times for Grade sport and knockouts towards the end of this year. They have also adapted to Zoom meetings and still assist our school in many endeavours; including staff selection panels, submitting grants, fundraising, providing book packs etc. I would like to acknowledge the hard work and dedication of our parent body and thank them for their efforts in 2020. Special thanks to all parents of Year 12 students who have attended P and C meetings and contributed so much to our school.

The Randwick Boys' High School upgrade is also well underway in terms of planning. We have had parent input at the Educational Rationale meetings as well as during the Project Reference Group discussions. Whilst there is not a great deal of detail that can be revealed as we come to the end of 2020, I can report that the submission that has been proposed includes many exciting opportunities for our current and future students. I am sure the Department of Education's communications team will be able to share these proposals with our school community in 2021.

Finally, to our students. I am sure you will never forget 2020 for all of the reasons outlined above and, I am sure, more reasons than those listed. You have navigated one of the most difficult times of your lives and one that you will not easily forget. You have done so with great diligence and with sustained effort. In years to come, you will look back on 2020 and remember the oddities, including Distance Learning, a concept foreign to us all in January 2020. You are fortunate, gentlemen, that you have such wonderful support of family, parents, guardians, carers and teachers who always have your best interests at the forefront of what they do for you each and every day. When you get older, this will become more evident. Never take the care, compassion and love for granted. You have shown your adaptability, pivoting powers and flexibility during the trials and tribulations of 2020 and I am extremely proud of each and every one of you and what you have achieved in 2020.

Let's all hope 2021 allows even greater opportunities to shine!

Lance Raskall

Message from the school community

Dear Parents and Citizens of RBHS,

What a crazy year it has been! 2020 was a year like no other, a year of uncertainty and resilience. Without a doubt, two of the most used words were 'remote' and 'pivot'. When Covid-19 hit, students and teachers alike had to adapt to the 'new normal' in a blink. There were more questions than answers: when will be back at school? What happens to the HSC? When can we play school sport again? Some of these questions remain, but overall the school community has adapted remarkably well. The P&C also had to pivot and find new ways of engaging the community and keeping everyone informed. This has been a learning curve and remains an ongoing process.

A huge 'Thank You' goes to Principal Lance Raskall and Deputy Principal Louise McNeil for their leadership this year, calmly guiding us through uncharted territory. Thanks also to every single member of staff - who did an amazing job! Well done to all students, especially our Year 7 students who would have imagined their first year of high school to be

very different, and to our Year 12 students who remained focused and calm in the face of adversity. As always, thank you to the P&C executive - both outgoing and incoming - as well as every member of the P&C - for their commitment to our school.

Our annual 'Welcome Morning Tea' for Year 7 parents kicked off the social calendar in February and it was a great opportunity for new parents to meet others in the school community, ask questions and settle any nerves. We hope to be able to welcome the parents of 2021 face-to-face when school returns after the summer break. In early March, P&C hosted the annual BBQ for the 'Meet the Teachers' evening, where families had the opportunity to catch up with other parents and meet their sons' teachers. Not long after, P&C hosted another BBQ at the annual school 'Open Night'. This was our last public event before COVID restrictions came into force. Thank you to everyone who helped with the events.

The P&C usually meets on the third Tuesday of each month during school term. In our meetings we discuss fundraising ideas, plan social events, invite guest speakers and hear from the school executive about school matters and how we can support the school. This year, February was our only face-to-face meeting at school. When the students were sent to study from home, towards the end of March, all school-based activities, including P&C meetings, came to a sudden halt. It took until the middle of the year until new directions and procedures on how to conduct virtual meetings were made public by the P&C Federation. In July, we held our first virtual P&C meeting on Zoom, in August we hosted our delayed AGM and now, in Term 4, we are well across this new technology. Unfortunately, strict guidelines from the Department of Education meant that parental involvement at the school was not possible, even after students returned by mid Term 2. This sadly meant the 'Show' was cancelled due to Covid-19 concerns.

Fundraising was incredibly challenging this year, apart from the voluntary annual financial contribution and the sale of book packs. Yet, we did see the great results of how extra funds can be used: our school community welcomed the arrival of their very own school bus, which will be used as regular transport for various activities and excursions, and the English Department was able to make a major investment in multi-media equipment.

In October this year P&C members voted unanimously to show support and appreciation to our school staff. We provided a lovely Thank You card and gift voucher from two local cafes. The gifts were well deserved!

P and C Report

Continuing on that positive note, the P&C is excited that the planned infrastructure upgrade is now well underway.

We look forward to a less tumultuous 2021 and hope you all remain healthy and safe!

Birgit Schickinger

P&C President 2020

School vision

Randwick Boys' High School provides a safe and caring environment where young men learn and grow. In guiding young men through their education, Randwick Boys' High School offers a place where students can develop their academic, sporting, social and cultural potential. Offering a diverse, challenging curriculum, well supported by a dedicated, professional staff. Randwick Boys' High School students work with engagement and honour, in a dynamic environment, to become successful members of society.

School context

Randwick Boys' High School (Pop 657, 72% NESB, 2% Aboriginal) is situated in the Eastern Suburbs of Sydney. The school has a diverse range of students who perform at all levels of ability. The school has a strong focus on literacy and Numeracy and on the use of some data, such as the National Assessment Program for Literacy and Numeracy (NAPLAN), to inform teaching and learning programs. There is a focus on Technology in learning and on the use of Technology in classrooms. The school operates an Independent Learning Centre, under the guidance of the Learning and Support Teacher (LaST). An excellent welfare program supports student learning. Quality Teaching, whole school literacy and numeracy and differentiated curriculum, are features of the school's planning and direction. The school has implemented an academically selected Gifted and Talented stream that will have completed Year12 during the term of this plan.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Data

Purpose

Randwick Boys' High School is committed to the improvement of student outcomes through the use of qualitative and quantitative data. Analysis of data and improved Teaching and Learning following strategies to address any areas of need, are key areas of exploration.

Improvement Measures

Qualitative survey of students, parents and teachers - Tell them from Me survey.

Improved NAPLAN results

Increase in percentage of students in top 3 bands

SCOUT data to determine baseline and value adding

Growth in both short and extended responses in external examinations.

Overall summary of progress

All staff were trained in using SCOUT data to ensure access and differentiation of the curriculum for all students. Staff analysed individual student results as well as common areas needed for improvement amongst the current cohort.

Progress towards achieving improvement measures

Process 1: Implementation of whole school Wellbeing Framework.

Evaluation	Funds Expended (Resources)
Whilst losing a Head Teacher Wellbeing proved worrying, the wellbeing coordinator (and team) quickly filled the void and ensured all wellbeing needs were addressed.	Professional Learning for staff was a major contributor for the expenditure of wellbeing funds. A wellbeing coordinator was appointed, following the abolishment of the Head Teacher Wellbeing position.

Process 2: Provision of support for numeracy across the school through development of a whole school numeracy and literacy program.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy improvement will continue to be a priority for our school, staff and students.	Professional Learning for staff ensures Literacy and Numeracy initiatives are included in every lesson. There was a strong collaboration ensuring every student knows and uses the PEEEL method when answering long responses across all key learning areas.

Process 3: Utilise SCOUT to drive evidence based teaching and learning practices across the school.

Evaluation	Funds Expended (Resources)
Whilst initial analysis was conducted, greater depth, more regular analysis and use of SCOUT data is required to utilise all data available to assist the	Staff were given training and time to use SCOUT data to access the results

Progress towards achieving improvement measures

learning of all students.

of all external assessments..

Process 4: Professional Learning to ensure staff have the capacity to analyse available data and implement strategies to address areas of need

Evaluation	Funds Expended (Resources)
All staff are on the path of using data to drive teaching practise.	Staff training, Professional Learning, time and access to resources, continues to be priorities for data use, analysis and implementation.

Strategic Direction 2

Inspired Teaching and Learning

Purpose

Randwick Boys' High School strives for excellence in all aspects of education. Teachers are committed to providing quality teaching and learning that supports all students in achieving their personal best. Assessment and feedback are essential tools in fostering the learning and development of students. Teachers' professional development is critical in ensuring that our educational practice is future-focussed, relevant and challenging. Further, the attainment of literacy and numeracy standards is paramount in student learning and results. Teaching and learning at Randwick Boys' High School will be holistic, supportive and inspired.

Improvement Measures

Value-added growth for students in internal assessment, NAPLAN and HSC results

All faculty assessment, teaching and learning programs are NESA compliant, including updates and regular evaluation takes place

Teachers have accrued at least 50% of their professional learning hours for accreditation

Overall summary of progress

It is our firm belief that all students have benefitted from a staff committed to providing quality education in every lesson that supports all students in achieving their best at all times.

Literacy Team raised their profile and were well known to all staff and students.

Common Language implemented re PEEEL, for all long responses in assessments and examinations.

NAPLAN results were analysed and specific areas of need were identified and resources to ensure understanding and completion of these areas.

Literacy Team visited local Primary schools to ensure a Common Language was used from Primary to Secondary education.

Continuous review of teaching, learning and assessment to ensure that school practice challenges and develops students' learning and achievement.

Progress towards achieving improvement measures

Process 1: Engagement with a whole school literacy and numeracy program.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy continues to show improvement. At present, data depicts the fact that Numeracy results are improving faster than Literacy results.	Expenditure focused on classroom resources and the Professional Learning of all staff.

Process 2: Targeted teaching and learning for staff to develop quality teaching and assessment practice.

Evaluation	Funds Expended (Resources)
Literacy and Numeracy is embedded in all teaching and learning practices, including assessment tasks.	Time was allocated for staff to review all programs to include; differentiation, Aboriginal and other perspectives, inclusivity in a manner that is accessible for all students.

Progress towards achieving improvement measures

Process 3: Continuous review of teaching, learning and assessment to ensure that school practice challenges and develops students learning and achievement.

Evaluation	Funds Expended (Resources)
<p>Curriculum delivery has been amended to ensure best practice is implemented across all lessons, each day.</p> <p>Expansion of ICAS and UNSW exams in terms of student participation.</p> <p>Review of assessments for each year group to ensure an even spread of submission of tasks across the year.</p> <p>Expansion and use of data for teams and as a tool for school promotion.</p>	<p>Professional Learning and time was allocated to assist all staff and faculties with their reviews.</p>

Strategic Direction 3

Community Communication and Engagement

Purpose

Randwick Boys' High School is committed to the development of communication and engagement by improving the community's perception of RBHS and by enhancing learning partnerships with other educational institutions and the wider community, which will be driven by innovative and dynamic communication strategies.

Improvement Measures

Anecdotal and survey evidence regarding reputation of our school and our perceived standing in the community.

Increase in number of students attending RBHS.

Greater ongoing partnerships formed between the corporate sector and the school.

Growth in the number of ongoing partnership opportunities between RBHS and local Primary schools

Overall summary of progress

Review of Student Leadership opportunities across all levels within the school.

Progress towards achieving improvement measures

Process 1: · Identify, plan and execute a suite of opportunities to promote and publicise RBHS in order to enhance the school image in the community.

Evaluation	Funds Expended (Resources)
Development of a school Facebook account and Instagram platform. Reviewed all RBHS promotion and merchandise. Updated school Prospectus. Year 7 welcome booklet was developed and published. Year 12 Graduation gifts implemented. Review and update school website.	Investigation of a school Facebook page and Instagram account.

Process 2: · Source, plan and expand opportunities for the establishment and development of joint learning programs with local industry and educational institutions.

Evaluation	Funds Expended (Resources)
Local links are strengthened and our reputation is enhanced with each visit.	Guest speakers and local agencies are invited to attend our school.

Process 3: · Source, plan and expand opportunities for improved links with local primary schools.

Evaluation	Funds Expended (Resources)
Links with local Primary Schools continue to strengthen.	Faculties develop resources to assist local Primary Students experience the

Progress towards achieving improvement measures

Links with local Primary Schools continue to strengthen.

High School environment and also have opportunities to be mentored and coached by Randwick Boys' high School students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	AIME, Souths Cares and our Aboriginal Coordinator all support, nurture and add to the growth of our Aboriginal students.	Whilst only having 2% of the student population identify as Aboriginal, we are proud of the students, their families and the agencies who all work for the success of our students.
English language proficiency	A dedicated EAL/D staff member continues to support students who require assistance. Additional support was implemented in 2020 and proved to be successful across students who needed assistance.	English Language Proficiency continues to improve amongst relevant students.
Low level adjustment for disability	SLSO's and our LaST continue to ensure all learning and access needs are met.	All students are supported to succeed in all areas of the curriculum as well as Co-curricular activities.
Quality Teaching, Successful Students (QTSS)	Professional Learning ensures quality teaching and learning takes place each year.	Quality teaching and learning is a priority at our school and continues to drive every lesson delivered.
Socio-economic background	Funds were exhausted assisting students across all areas of their learning and development.	All students could access all opportunities across the school.
Support for beginning teachers	Resources were used to ensure all beginning teachers are supported and have access to time from face to face teaching, mentoring, peer assessment etc continue to be available for all beginning teachers.	Beginning teachers felt supported and have strong mentors both within their faculty and across our school.
Targeted student support for refugees and new arrivals	Minimal funds were expended for such students.	Students report that they are supported and feel valued at Randwick Boys' High School.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	633	602	619	635
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93	93.9	94	93.9
8	90.6	90.4	90.3	93.3
9	89.6	87.4	87.9	91.7
10	86.5	86.5	87.7	90.7
11	90	87.7	86.5	90.6
12	92.3	91.2	90.7	89.6
All Years	90.3	89.7	89.7	91.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	1
Employment	2	6	5
TAFE entry	2	4	22
University Entry	0	0	71
Other	3	0	1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

21.18% of Year 12 students at Randwick Boys High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Randwick Boys High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	34.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	8.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	763,119
Revenue	7,935,475
Appropriation	7,646,317
Sale of Goods and Services	43,673
Grants and contributions	205,863
Investment income	3,103
Other revenue	36,520
Expenses	-7,727,713
Employee related	-6,851,126
Operating expenses	-876,587
Surplus / deficit for the year	207,763
Closing Balance	970,882

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Whilst the funds held by/at the school may seem considerable, the school has been slated for a major upgrade to facilities. We have saved a portion of funds for the last three years to meet any shortfalls in the upgrade of facilities. There are technologies and STEM resources we have planned and will exhaust once the upgrade is complete. We will be abolishing all designated computer rooms and will purchase eight trolleys with 30 laptops in each. This will assist the technology across the school in the years ahead.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	175,840
Equity Total	412,954
Equity - Aboriginal	12,790
Equity - Socio-economic	46,784
Equity - Language	184,227
Equity - Disability	169,153
Base Total	6,595,320
Base - Per Capita	148,872
Base - Location	0
Base - Other	6,446,448
Other Total	304,907
Grand Total	7,489,022

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

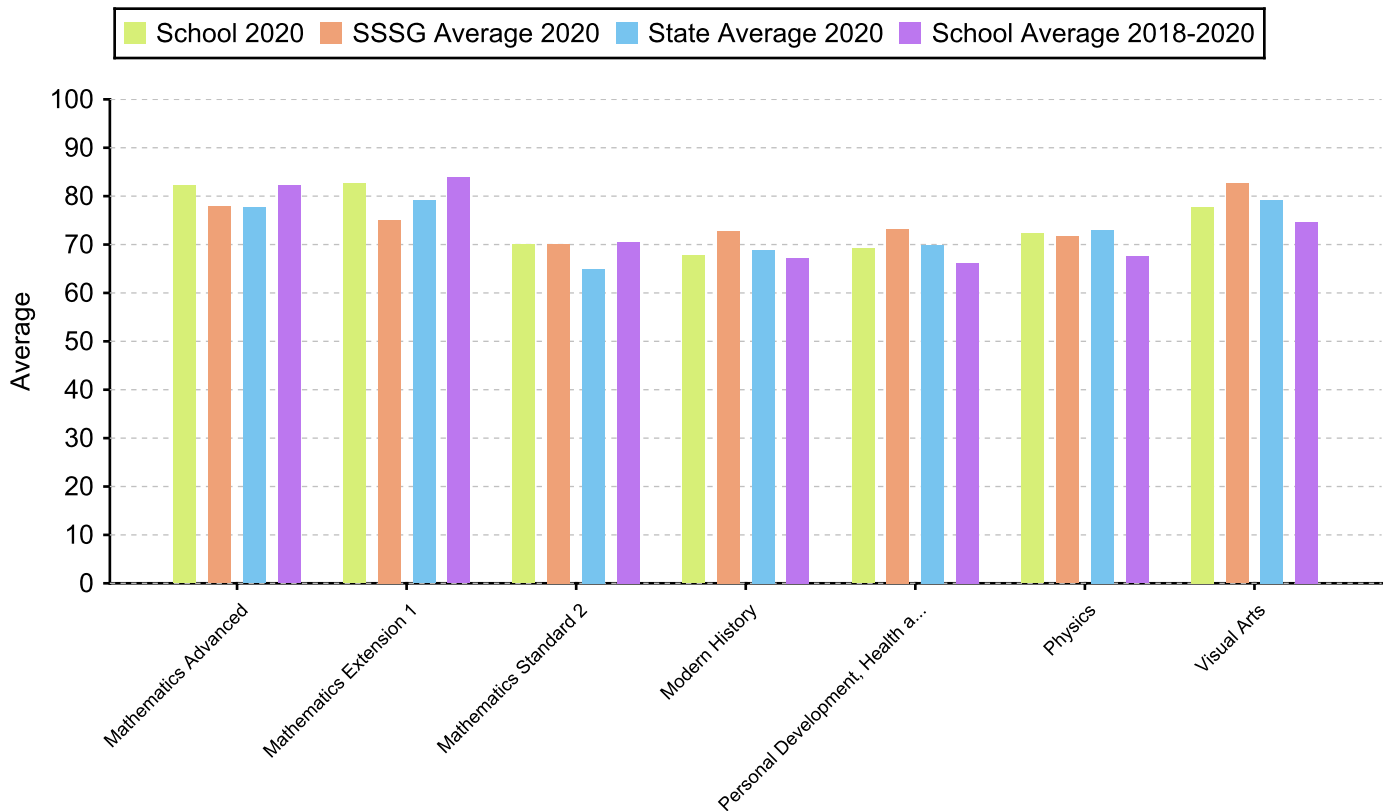
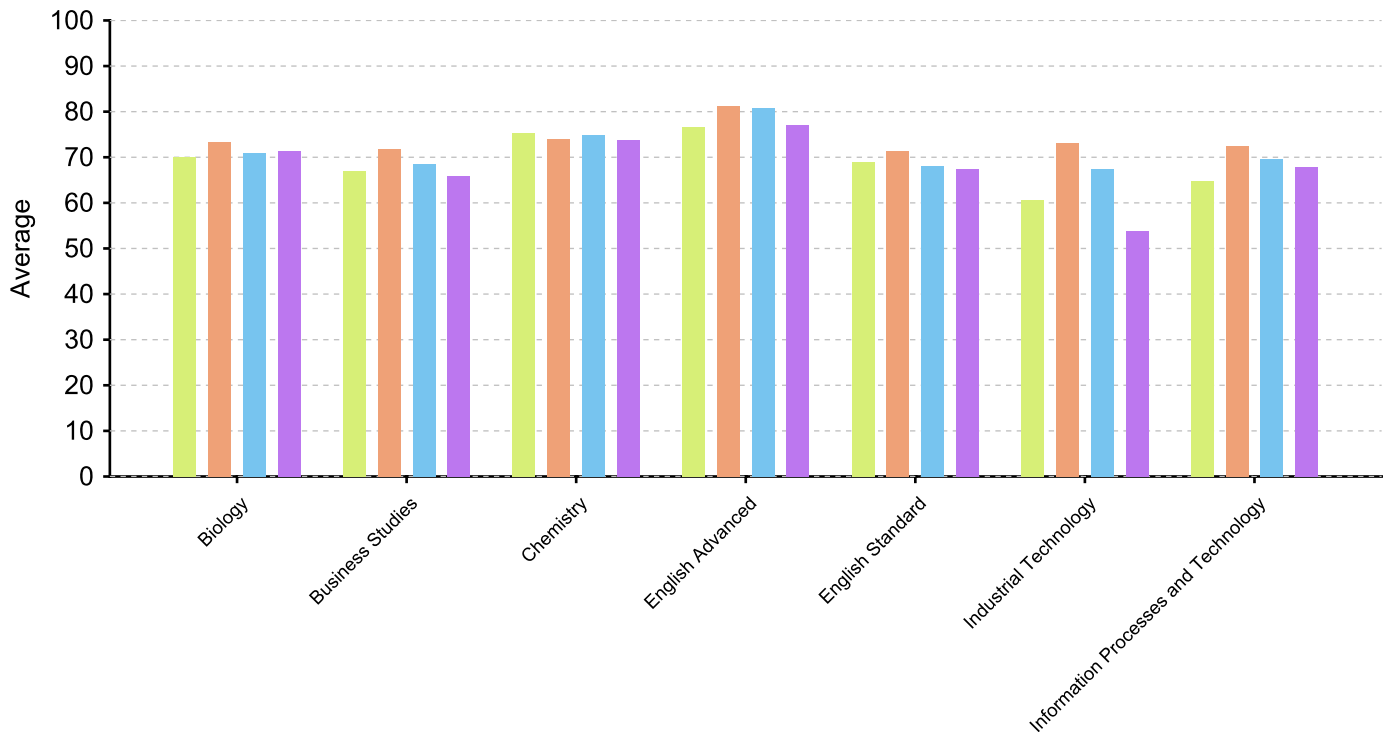
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	70.1	73.3	70.8	71.4
Business Studies	67.0	71.8	68.6	65.8
Chemistry	75.4	74.0	74.8	73.8
English Advanced	76.6	81.3	80.8	77.0
English Standard	68.9	71.4	68.1	67.4
Industrial Technology	60.6	73.0	67.5	53.9
Information Processes and Technology	64.9	72.6	69.6	67.8
Mathematics Advanced	82.2	77.9	77.7	82.2
Mathematics Extension 1	82.6	75.1	79.1	83.8
Mathematics Standard 2	70.0	70.1	64.9	70.6
Modern History	67.7	72.8	68.9	67.2
Personal Development, Health and Physical Education	69.2	73.3	69.9	66.2
Physics	72.3	71.6	73.0	67.5
Visual Arts	77.7	82.6	79.2	74.6

Parent/caregiver, student, teacher satisfaction

Overall, the general feedback from parents, students and staff is extremely positive. The perception and reputation of the school has improved over many years and the results (NAPLAN and HSC), as well as 'valued added', is improving each year. Particularly pleasing is the fact that, in 2020, even with Covid-19, students reported feeling connected to the school. This depicts a great deal about the engagement, connection and affection that students have towards our school and staff.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.